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ABSTRACT

This paper discusses long and short range activities for helping children deal creatively with separation from preschool when they are ready for kindergarten. Long range activities should emphasize creating a positive school climate, involving parents in helping their children adapt to the new environment, and helping children develop self-understanding of the new environment. Many short range activities are suggested in 5 different areas: helping children understand the nature of change and growth through books, stories, and watching seeds and plants as they grow; observing adult model reactions to children leaving or their own departures during the year; doing something for a friend who is leaving (writing a group letter, making a card, making a present, etc.); getting ready for one's own leavetaking (taking photographs by children and teachers, conferences, discussions, etc.); and after school activities (keeping telephone contact, reunion picnic). An annotated bibliography of materials concerning phases of coping with growth through separation is included. (Author/MP)

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PLANNING FOR SCHOOL-LEAVING GROWTH THROUGH SEPARATION

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CURRICULAR SUGGESTIONS

Patricia Ziegler

Many separations come about because of positive growth sequences that have occurred quite naturally. When children are ready for kindergarten, they must leave their pre-school setting because it will no longer be suitable for them. But, as so commonly happens at times of natural growth, readiness and anticipation may be accompanied by apprehension, a sense of loneliness, perhaps anger, and nostalgia. Because attachments and separations are basic components of our whole lives, they are accompanied by considerable emotional impact. By structuring ways of helping children deal creatively with separation from pre-schools, we may be teaching beginning attitudes and skills that can be called on and developed throughout the rest of their lives.

Many of the long-range goals that we establish will make significant contributions to children as they move ahead to a new environment. In addition, there are short-range, specific activities to consider.

Long Range Goals

I. Create a positive school climate

If children are to thrive, they need a warm, accepting atmosphere in their school. They will develop their own competencies in self-control, and respect for themselves and others if the structure for discipline is positive, open and supportive rather than authoritarian and competitive.

II. Involve parents

Parents need to be included in planning right from the start. We must help parents leave their child in the most constructive way on the first days of school. Separations from parents are the child's first models, and carry with them a tremendous emotional impact for both child and parent.

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a.) Have parents explain to the child what they expect to happen on the first day. Parents need to plan a way of leaving, including the appropriate time to say good-bye.

b.) If the child requires, both teacher and parent should hear the child's feelings with sympathy, and understanding, but without pity.

c.) Assist the parent in acting as he/she explained to the child. Separating may be easy or difficult but it does not need to lead to a sense of mistrust.

d.) If separation is difficult, plan for the time to be shortened. Calling a parent at home during school time can help to keep in touch the first days.

Calling a parent at home can help keeping in touch the first days.

III. Develop self-understanding within the child

Self-understanding helps children adapt to new environments. The child will know his/her strong points and how to use them and will also know when to ask for help.

If the pre-school setting is caring and friendly, it allows for exploration and the making of choices; each child will begin to know herself/himself, to choose appropriate behavior and to act cooperatively with people in his group.

If the pre-school helps children develop positive social attitudes and specific social skills of friendliness, of sharing, of listening and of accepting others, the child will be better able to make friends.

If the child knows himself/herself, s/he will have the courage to face new situations, confidence in his/her ability to handle them, and the optimism to expect things to work out.

If, in addition to self-knowledge, the children have known parents and teachers who have listening hearts, they are more apt to express their worries. These worries will then become more manageable by allowing any misinformation to be corrected, by being spoken, and by being listened to by an empathetic adult.

Short Range Activities

I. Understanding Growth

a.) Books and stories
b.) Slide shows
c.) Measurements
d.) Folders of Art work
e.) Growing Plants and Animals

II. Observing Adult Models

a.) Adults who leave during the year
b.) Adults' reactions when a child leaves during the year

III. Doing something for a Friend who is leaving

a.) Write a group letter
"Addressing an envelope" in hopes of a letter!
b.) Making a card
c.) Making a present
d.) Making a snack

IV. Getting Ready for One's Own Leavetaking

a.) Photographs taken by teacher
b.) Photographs taken by children
c.) Conferences
d.) Discussions
e.) Calendar
f.) Map-making
g.) Telephone practice
h.) Making a present for the next class
i.) Visiting a kindergarten as a group
j.) Bus trip to see everyone's school

V. After School Ends

a.) Telephone - your-teacher time
b.) Reunion picnic

I. Understanding Growth

a.) Through books and stories we can help children understand the nature of change and growth and help them realize that they too are changing and growing. We can share this wonder and joy of growing as well as developing awareness of the apprehension that may accompany growth. (see bibliography)

b.) Pictures taken during the very first weeks of school may be used for slide shows in the spring. Children will perceive their own growth and that of their classmates. They will notice physical differences, may see changes in blockbuilding or painting, and also remember activities they "used to do." These slides can be shown at group time, and also looked at individually by children (and parents) using an "automatic" slide viewer. (If children join the class during the year, be sure to add their picture!)

c.) Measurements interest children. They like to discuss their number of inches, and compare height chains. They enjoy making height and weight charts, and are interested in comparing handprint sizes. They always tell us if they get new shoes - and know when winter jackets are outgrown!

d.) Samples of children's work should be saved so the children can see how their drawings and paintings have changed during the year. Photographs of other constructions can also be put into the children's folders.

e.) Children enjoy watching seeds and plants as they grow, and being active participants in helping this growth to occur. Seeds can be planted in pots, grass seeds can be sprinkled on damp sponges, large beans can be sprouted on paper towels to see the emerging roots. Corn plants and amaryllis bulbs are especially good to use for measuring because the growth is so quick and the flowers or developing corn cobs are so exciting.

Perhaps the most appealing of all are animals in the classroom. Animals epitomize aliveness to children. What can be more exciting than finding a monarch butterfly where there had been a chrysalis, that came from a big, fat, green caterpillar? Guinea pigs, white mice, and guppies can all be raised from birth in the classroom.

Caring for chicken eggs in an incubator and watching the chicks hatch is a wonderful experience. The chickens quickly become fluffy, grow, develop true feathers, and soon need to move to larger quarters.

II. Observing Adult Models

a.) Volunteers, student teachers and others on the staff who are known to the children do sometimes leave before the year's end, and can tell their plans and feelings about leaving. This can be done informally through group story time, with flannel board, or puppets.

b.) Adults also serve as role models for the children when they plan for a single child who is leaving. The children do watch us and soak in our approaches and attitudes. A discussion with any child affects all children who hear or observe the discussion, and they are keen observers of the ways we act in situations which may not be familiar to them. This means that if the adult expresses his/her feelings at this time, children will know that this is acceptable behavior.

III. Children Do Something for a Group Member who is Leaving

a.) Group letters are often written to people who have visited the classroom to thank them for their visit or special presentation. The children thus become familiar with a way to communicate with a person who is not still with the group. They will find that letter writing solidifies the memory of the event.

b.) Children can write their name or symbol on an envelope to give a person who is leaving - in the hopes of receiving a letter! If someone who has left writes to the children, they are very pleased and learn a way to reach out to friends. Such a letter arriving at school for everyone should be copied for each child to take home. Alone with a parent, without the hub-bub and fun of school, each child will have a better chance to think about a former friend and discuss the significance of the letter with an attentive parent.

c.) Making a class present or card provides individual or small group times to talk about a leave-taking. Since farewell presents are usually a surprise, children and adults work together in small groups and there is opportunity to talk over the reasons a friend is leaving, what our chances are of meeting again, and how we feel about this event.

d.) A special snack prepared by the children and eaten in an unusual manner is an appropriate way to pin-point an important event and to honor a friend. One long 'banquet' table, or an indoor picnic on a sheet is special, but not overstimulating--and makes the recipient feel wanted and remembered.

IV. Children Prepare for their own Leave-Taking

a.) Photographs taken by adults offer many opportunities for discussing leave-taking. Children can request that pictures be taken of special friends or favorite events. A book of photographs collected during the year for the children to enjoy encourages the re-living of important experiences, and can be divided up into individual books at the end of school. And there are always treasured class pictures!!

b.) Pictures taken by the children themselves have a special significance. They feel competent as they plan what to take and are thrilled when their own picture is developed and returned to them. This activity, requiring considerable individual help, is worth the effort.

IV. Children Prepare for their Own Leave-Taking continued

c.) Conferences with mother, teacher, and child give leave-taking an appropriate emphasis. Working with this triad is effective in exchanging plans, ideas, and feelings, and the child realizes that both parts of his life concur on the necessity of moving on. In addition, parents and teachers will also be saying good-bye to each other. "You wouldn't just say good-bye to a good friend in a group" and we shouldn't just say good-bye to the children in a generalized way. At these conferences, we should tell the children they are almost done with preschool, that we will miss them, and why it is time for them to go forward.

d.) Discussions in class can revolve around all the interesting things about leaving school -- what next year might be like, who is leaving this school, who will come next year, why children are leaving, how to still see one's friends, and all the ideas and questions suggested by the children.

e.) Calendars help in talking about time. The final day might be marked and each day a countdown of remaining days held. During this time, each child can plan for a day, to be sure to have "one last time" for a favorite activity.

f.) Maps help in understanding the concepts of near and far away. Children and teachers might paste on their house and their school to help in this.

g.) "Telephone" can be taught, with help offered in learning to dial the number of one's special school friend, and the teacher's number. Class lists should go home for use during the summer.

h.) Dramatic play is the quintessential activity for fostering growth in separation. This understanding will be fostered through play both before and after the event. If adults have talked about leaving, and begun the process, play will be the catalyst. Packing boxes, a school desk, blocks and floor maps, cars and trucks are some appropriate props. Most important of all will be the time, the freedom, and the introductory activities to allow children the joy that comes with working towards new understandings.

i.) A class trip together to a kindergarten is most meaningful. Long halls, an echoing gym, a lunchroom, and an opportunity to play together on larger jungle-gyms and other equipment. Watching school children leaving school by bus especially fascinates preschoolers.

j.) A bus trip to see all the different schools will make the variations of new settings and the distance clear to the children.

V. After School Ends

a.) A telephone-your-teacher time helps parents and children to keep one contact going when it may be most needed. A letter home to parents and children inviting phone calls at specified, convenient times will make it "O.K." for children to call and will assure them of reaching their teacher at that time.

b.) A group picnic several weeks after school works wonders. Children enjoy inviting their families, the event is low key, cheerful and fun. The teacher's role will be that of family friend more than teacher and this day with the classroom packed up will say in a visual, emphatic way, that "it's really over."

ANNOTATED BIBLIOGRAPHY

GROWTH THROUGH SEPARATION

Gretchen McCord and Patricia Ziegler

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An invaluable booklet for the elementary and preschool teacher who has children moving into or away from her class. The articles include a children's booklist, a model for integrating the new child, a discussion of migrant children, and both long-term planning ideas and short-term directions to help children deal with the emotions of moving.

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A sensitive photographic essay on school leaving with a simple, direct and appealing story of John as he comes to accept his good-by day. In addition, there is a brief description of the author's growing realization of the need to plan an appropriate good-by for both teacher and children. A rationale for this planning, and simple curricular steps are all included. Very highly recommended for both children and adults.

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A series of excellent photographic essays with text for children and adults. Each book can be bought separately or in the series--an important addition to the parents' section of any library.

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An excellent resource book which lists children's books according to subject matter and gives an annotated account of each book.

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This booklet deals with understanding ourselves thus enabling us to be caring and accepting of children. Being supportive of children at times of separation fosters growth. Bibliographies included for adults and children.

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Sabrina is anxious about her strange name when she enters school. Reviewed favorably by Bernstein (see reference books above).

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This is an oldy-but goody! Andy's world is consumed with the school bus and he's too young to ride on it. The seasons pass realistically and he is finally ready to go to school. A simple story that would help give a time table to a preschool and "a friend" who also had to wait to ride the bus.

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A photo essay on the first day of kindergarten. It starts with an empty room anxious to be filled with children and takes us through the kinds of activities that might take place. . .even a few tears. It ends with Maria very happy to come back tomorrow!

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Children's Books continued

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When the bunny decides to run away, Mother Rabbit has many ways to find him, and he realizes he might as well stay at home! Beautifully written and illustrated. It will be reassuring to children leaving mothers to attend school.

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"Sleeping over" is so exciting until it's time for bed and lights out. As Stevie tosses and turns,his mother comes over and he is helped by being reunited with his teddy bear.

Brown, Myra Berry. Pip Moves Away. N.Y.: Harper & Row

This story portrays a young boy's fears of moving and all the feelings that occur at this time. It must be very reassuring to the young child to know that even in the midst of all the confusion, Pip will not be forgotten and will get to go to the new home too.

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As the years roll by, the Little House becomes surrounded by the city, but then is moved to live again in its beloved country. A story about change.

Carrick, Carol. The Accident. N.Y.: Seabury Press, 1976

Bodger, the family dog, is hit by a truck and his young owner expresses all the grief and anger one would expect. The next day he accepts his father's help in burying his beloved pet. This book is one of many which include Bodger. The Foundling tells of the complications that arise when father suggests a new dog. Warm language and warm pictures abound throughout the series.

Caudill, Rebecca. A Pocketful of Cricket. N.Y.: Holt, 1964

This story of a warm and understanding teacher who too can value a young boy's cricket should lend an optimistic viewpoint to any child facing a new school placement.

Children's Books continued

Chalmers, Mary Ellen. Be Good, Harry. N.Y.: Harper & Row, 1967

A simple story about Harry the cat's experience of staying with a babysitter. Even though Harry misses his mother, he responds to the warm, friendly sitter and mother does return. A reassuring story for the young child who worries about. . . will my mother come back for me?!

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A group of first graders are very reluctant to accept a new teacher and unhappy to loose their much loved teacher. This book could encourage a healthy discussion on how changes make us feel.

Cohen, Miriam. Will I Have a Friend? N.Y.: Macmillian Publishing Co., 1967

Many young children will identify with Jim's fear of starting school. With dad's calm reassurance, Jim goes through the first day and manages to find some potential friends and to gain confidence in himself.

Corey, Dorthy. You Go Away. Chicago: Albert Whitman & Co., 1976

The simplest possible story of leaving and returning. A game of peek-a-boo, a toss into the air, and back into dad's arms, and finally a mother leaving a child and coming back. Cheerful illustrations, few words and a multicultural group of participants. Recommend for the very young, or beginning reader.

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An easy reader. A bird flies off to get a worm when she thinks her egg is about to hatch. When the little bird hatches alone he goes to search for his mother asking everyone his plantive question. A happy ending!!

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A warm and open story of a loving relationship between a grandfather and his grandson. It beautifully illustrates an elderly man's peaceful acceptance of his own impending death and a young boy's commitment to life.

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A very natural, idealistic move unfolds in this story. The real hassels are not revealed. The progression of events are nicely told from the estimate to the final portion of the move. The delightful phrases of what goes and what stays is fun: "the clothes go - the closet stays; the rug goes - the floor stays." Helpful for a child who wants to know what's happening!

Children's Books continued

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A photographic essay on the changes that take place in nature and during the seasons. It would be a lovely way of helping children see that things do change and that it is a natural phenomenon. This could, in turn, be related to the changes in themselves (growth, lost teeth, and changing schools).

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An alphabetical treatment of moving, ". . .D is for dishes we carefully stack so none of the pieces of china will crack. E is for empty, F is for fill. G is for giving away to Goodwill. . ."

This book goes through the routines of moving in a light hearted rhyming fashion. A nice unemotional approach that would be a good starter when you know you're moving a preschooler.

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This story reveals the reluctance and fear a child can feel about visiting a new friend's house after school. It is well done, realistic, and beautifully illustrated.

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The boy who plants and cares for a carrot seed sees both the growth of self-esteem and the growth of a hugh carrot!

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All summer a little boy watches and sees the grass grow, the chicks grow and his puppy grow. But he can't see that he is growing. One day he unpacks his winter pants and coat and says, "My pants are too little and my coat is too little. I'm growing too."

Lamorisse, Albert. The Red Balloon. N.Y.: Doubleday, 1956

The red balloon becomes Pascal's friend and pet - he is deeply attached as the balloon becomes more personified and follows him everywhere. When the balloon is attacked and broken by a group of boys, Pascal is crushed. This story can encourage an intimate discussion of loss.

Children's Books continued

Mack, Susan. Please Michael, That's My Daddy's Chair. Waitsfield, VT: Vermont Crossroads Press, 1978

A warm account of a child's beginning acceptance of the new male in her mother's life. The struggle of new relationships is sensitively handled and could be very helpful to so many of our young children who are facing this in today's world.

Mannheim, Grete. The Two Friends. N.Y.: Knopf, 1968

Shyness overtakes Jenny on her first day of school. Gradually her neighbor becomes her friend. Photographic essay of an inter-racial friendship in a city housing project.

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The loss of a tooth is beautifully portrayed in Robert McCloskey's story. This is a change we have all experienced, but for the young child it can be a bit unsettling. The warm and natural approach in this story is very reassuring and helpful.

Miles, Miska. Annie and the Old One. Boston: Little/Brown, 1971

A beautifully illustrated story of a young Navajo girl's attempt to prevent her grandmother's pending death. Grandmother tries to explain that at the completion of the rug she is weaving, she will die and that is the way it must be. Grandmother has accepted what is to come.

Minarik, Else Holmelund. Little Bear's Friend. N.Y.: Harper & Row, 1960

Emily and Little Bear become good friends over their summer vacation and when the vacation is over, the good-byes are difficult. A fine story to elicit discussion on leave taking from friends.

Osborne, Judith. My Teacher Said Goodbye Today. Cambridge, MA: Spaulding Co., 1978.
See reference on page 2 of this bibliography for detailed description.

Perry, Patricia, & Lynch, Marietta. Mommy and Daddy are Divorced. N.Y.: Dial Press, 1978

A photo story about a family who is divorced and the feelings and ability of each member (parents and two young boys) to cope and carry on in spite of the hurt feelings.

Radlaver, Ruth. Get Ready for School. Chicago, IL: Elk Grove Press, 1967

This book is a bit dated, but introduces school through the people who "live" there - the teacher, principal, janitor, nurse, etc. Most preschools have limited exposure to these adults and it might be helpful to share with them the notion of the many different and interesting people they'll meet in their new school.

Children's Books continued

Rogers, Fred. Mister Rogers Talks About. . . N.Y.: Platt & Munk, 1974

Photographs and simple phrases depict children packing their suitcases and pretending to move in advance of an actual family move. Feelings and ways of keeping in touch with separated friends help everyone deal with some of the hardships of moving.

Schick, Eleanor. Home Alone. N.Y.: Dial Press, 1980

This tells of a young boy's first time at home alone after school, when his mother starts working. He is proud, well-trained, competent, and a little timid about this afternoon alone. The facts and feelings of the matter are simply portrayed in this easy-to-read book.

Schick, Eleanor. Katie Goes to Camp. N.Y.: Macmillian Co., 1968

The tale of train-taking, camp-arriving, and first day activities, with only a hint of loneliness on the part of a doll. A sequential picture of the first two days at camp. The emotional involvement of going away is not dealt with.

Shapp, Martha, & Charles. Let's Find Out About School. N.Y.: Franklin Watts, 1961

Very simple text and dull illustrations, but could be used in talking about what a school routine might be like, i.e., hanging up coats, watering plants, snacks, games, recess, etc.

Sharmat, Marjorie. Mitchell is Moving. N.Y.: Macmillian Co., 1978

Two polka dotted dinosaurs find that moving can be synonomous with "missing." Mitchell's excitement for a new environment is short lived without his friend Margot. This might be helpful in eliciting conversation about friends and moving.

Sharmat, Marjorie. I Want Mama. N.Y.: Harper & Row, 1974

This is a story that addresses the feelings of a young child whose mother is in the hospital. It realistically explores the fears and misconceptions that often surround a parent's hospitalization. The mother does return from the hospital, but her weakened condition is not expressed. It might be helpful, if this book is used to suggest to the young child that after someone comes out of the hospital, they need rest and time to heal. This might help the child have more realistic expectations or at least be a bit more prepared for the parent's condition.

Children's Books continued

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Children will relate to this exploration of feelings, and to the child's right to be angry. Ways of dealing with anger are developed.

Steig, William. Amos and Boris. N.Y.: Farrar. Straus & Giroux, 1971

A mouse and a whale become very close friends and as they travel together they share their thoughts and dreams. Circumstances force their separation, but their relationship will continue and they won't forget each other. A very comforting thought for anyone having to leave friends.

Tobias, Tobi. Moving Day. N.Y.: Knoff, 1976

A little girl finds moving a bit easier with her stuffed bear at her side. Delightful pictures on all the steps of moving - boxes, confusion, the van, exhaustion, new beginnings, and new friends.

Viorst, Judith. The Tenth Good Thing About Barney. N.Y.: Atheneum, 1971

Barney the cat dies and the family is sad to be without their pet. The open expression of feelings and the chance to share happy memories and a sad feeling of loss are well balanced.

Waber, Bernard. Good-Bye, Funny, Dumpy-Lumpy. Boston: Houghton/Mifflin, 1977

This is a fun book composed of five chapters about an animal family. The chapter entitled, "Good-Bye, Funny, Dumpy-Lumpy" tells of a family whose couch has fallen apart and can no longer be repaired. They all remember - the comfy snoozes, "treasure hunts," and convalescing on this especially well-loved furniture and really don't want to buy a new one. It's a subtle, simple change, but could be a spark for a discussion on separation from things, as well as people. . .cribs, "Linus" blankets, couches!!

Waker, Bernard. Ira Sleeps Over. Boston: Houghlin/Mifflin, 1972

This very funny book is so child-like, describing a boy too embarrassed to take his teddy-bear when he sleeps over. Everything works out in the end as the bravado of two young friends weakens enough to let each of them sleep with his teddy bear.

Children's Books continued

Warburg, Stoddard. Growing Time. Boston: Houghlin/Mirflin, 1969

Jamie mourns the loss of his beloved pet collie, King, openly with sadness, anger, and a great sense of loss. King was a family pet for many years and died of old age. Each family member tries to comfort Jamie in their own way, but perhaps grandmother's assurance that memories of King will allow him to always live on are most helpful.

Watson, Wendy. Moving. N.Y.: Thomas Y. Crowell Co., 1978

A simple story about an animal family who is moving to a new house. Muffin, the child, does not want to go. Sensitively her warm and understanding parents help Muffin work out the ambivalent feelings. Well done and delightfully illustrated.

Wold, Gunilla. Betsy's First Day at Nursery School. N.Y.: Random House, 1976

A male teacher, a mother who stays, and a girl who makes funny faces, are included in this story. Reviewed by Bernstein (see references above).

Yashima, Taro. Crow Boy. N.Y.: Viking, 1955

After years of loneliness, Chibi gets a new teacher who discovers his talent and helps the other children learn to value him too. Very poignant.

Zolotow, Charlotte. A Father Like That. N.Y.: Harper & Row, 1971

A boy whose father went away before he was born tells his mother what kind of father he'd like to have - a father who does all the things a boy would like, and some things a mother would like too. His mother listens well and has some sage advice at the end! Told with feeling by someone who is "all boy."

Zolotow, Charlotte. A Tiger Named Thomas. N.Y.: Lathrop Lee & Sheppard Co., 1965

Thomas finally makes friends in his new community behind his Halloween mask! This book sympathetically portrays a child's hesitancy in strange situations, and also how useless it is to suggest he "go and play" before he finds the strength to do it.

Zolotow, Charlotte. Janey. N.Y.: Harper & Row, 1973

A young girl is talking to herself about her loneliness for a friend who has moved away. Delicate pictures of her memories of their fun together.

Children's Books continued

Zolotow, Charlotte. My Grandson Lew. N.Y.: Harper & Row, 1974

Lew wakes up, missing his Grandpa. Lew's mother hadn't told him when his grandfather died because she thought he didn't remember him. They reminisce together, bringing Grandpa back through the sharing of memories. A very touching book without a single maudlin note. Beautifully portrayed.

Zolotow, Charlotte. When the Wind Stops. N.Y.: Harper & Row, 1962

A boy questioning his mother about where the sun and the moon and the wind go, discovers that nothing really ends but rather becomes the beginning of another time.

RECORDS

Getting to Know Myself
Hap Palmer

Activity Records
Educational Activities, Inc.
Freeport, N.Y. 11520

Two sections most helpful: "Feelings" and "Be My Friend"

Hap Palmer has a marvelous beat and encourages children to participate and act out their emotions.

We All Live Together, Vol. I

Children's Book and Music Center
5373 West Pico Blvd.
Los Angeles, CA 90019

Helpful Selections: "Friendship March", "Good-Bye", "We All Live Together"

Rhythm and movement, activity songs, and sing-a-longs encourage friendships and ways of coping with good-byes.

Second Concert for and With Children
Tom Glazer

Bill Graver Productions, Inc.
235 West 46th St.
New York, N.Y. 10024

One selection: (side 2) "A Robin Sat on a Cherry Tree"

This is a rather sad account of hunters killing a harmless little bird - beautiful melody and definitely a message.

Records continued

Ideas, Thoughts, and Feelings
Hap Palmer

Educational Activities, Inc.
Freeport, N.Y. 11520

A delightful collection of tunes and activities to incorporate themes on feelings, friendship, and independent thinking.

Everybody Cries Sometimes
Patty Zeitlin and Marcia Berman

Educational Activities, Inc.
Freeport, N.Y. 11520

An excellent record for dealing with feelings - especially the theme song: "Everybody Cries Sometimes."